DOCUMENT RESUME

ED 368 220 FL 800 732

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TITLE	The Language Improvement Partnership Program.
INSTITUTION	Bergen County Vocational-Technical High School, Hackensack, N.J.; Marriott Hotel, Park Ridge, NJ.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	[94]
NOTE	41p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Course Content; Course Descriptions; Curriculum Design; *Hospitality Occupations; *Hotels; *Housekeepers; Limited English Speaking; *Literacy Education; Program Descriptions; *Vocational English (Second Language)
IDENTIFIERS	*Workplace Literacy

ABSTRACT

Two English-as-a-Second-Language (ESL) curricula for hotel employees are outlined. The first is limited-English-proficient (LEP) housekeeping staff. It contains notes on initial background and needs assessment, assessment results, course logistics and project design, course content, evaluation, and results. The 60-hour beginning-level curriculum consists of basic grammatical structures, a list of areas for language improvement for this audience (communicating personal information/greetings, understanding work schedules, responding to requests, servicing guest rooms, reporting problems/repair needs, following job-related instructions, discussing work progress, reporting lateness/absence, reporting/preventing accidents, giving directions to a location, and performance evaluation), and suggested areas for vocabulary development (hotel-specific and life skills). The second curriculum is intended for LEP housekeepers and kitchen and restaurant staff, most with some previous ESL instruction. Some information on course audience and logistics is offered, and 12 instructional units are outlined. Unit topics include personal identification and introductions, job tasks, interacting with co-workers, communicating with supervisors, work attitudes and rules, salary, benefits, safety, Total Quality Management, company job referral incentives, gender and work, and sexual harassment. For each unit, targeted language competencies, grammar focus, and a problem-posing situation are described. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 368 220

THE LANGUAGE IMPROVEMENT PARTNERSHIP PROGRAM

A U.S. Department of Education Workplace Literacy Demonstration Project

with

Bergen County Technical School

&

Marriott Corporation, New Jersey

Rena Grasso, Ph.D., Program Director
Kerren Vallone, M.A., Educational Coordinator

"I can tell the program is working. The Quality Service Composite of my department has gone up 5% since the program started."

Richard Lesser
Director of Services
The Marriott, Park Ridge

"The program has helped me. You have shown me better ways to communicate with the housekeepers."

Ann Margaret Carroll
Housekeeping Supervisor
The Marriott, Park Ridge

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CURRICULUM FOR HOUSEKEEPING STAFF
MARRIOTT HOTEL, PARK RIDGE, NJ

LEVEL I - PHASE I

CHAPTER I

BACKGROUND AND NEEDS ASSESSMENT

Management personnel, from the Marriott Hotel in northern New Jersey, expressed a need for an English as a Second Language Program. The program would focus primarily on housekeeping staff but would include utility, banquet and catering service workers as well.

Improvement of communication between hotel associates and guests would be a primary objective of the education program. Housekeepers should be able to greet guests and respond to their requests as well as conveying a feeling of warmth and the hotel's tradition of service. Any maintenance problems they encounter in the guests' rooms should be adequately reported to the housekeeping supervisors.

Food service employees need to interact and communicate with customers. Customers' satisfaction depends on the employees' ability to respond to needs and to handle any difficult situations that might arise.

Management and employees also need to communicate with each other. Employees should understand their supervisors' instructions and descriptions of job tasks in order to avoid costly mistakes or injuries. They should be able to communicate their workplace needs and concerns to the management. Benefits and employee evaluations should be clearly understood by everyone.

Associates need to be able to communicate with their coworkers to perform their job properly.

CHAPTER II

AUDIENCE AND INITIAL ASSESSMENT

Thirty-two associates of the hotel expressed an interest in the program. The project coordinator administered the New York State Placement Test for English as a Second Language Students. This instrument is mainly oral and is administered on an individual basis. The results showed that the majority of students were at a beginning level of English language competency, Level I. A few were Level II or Level III. Management determined that the people who scored at a high Level II or III did not have competency levels low enough to be incorporated into the program at this time. Therefore, the final make-up of the class consisted of twenty-six students with language proficiencies at Level I or Level II.

Cultural and Linguistic backgrounds were as follows: 16 Haitians, speaking Creole and French; 9 Hispanics, speaking Spanish; and 1 Oriental, speaking Chinese.

The ages of the students ranged from twenty to forty-eight.

CHAPTER III

LOGISTICS AND OUTLINE OF THE PROJECT

Twenty-six beginning students require two classes for optimum learning to take place.

Most of the students are scheduled to work either Tuesday and Thursday or Wednesday and Thursday, as these are the busiest days of the week in the hotel. Therefore, classes are scheduled on these days.

The shifts in the hotel change at 4:00 p.m. sto classes are scheduled from 3:30 p.m. to 5:00 p.m. to accommodate both shifts. The hotel releases the students from their work time and the students stay for the balance of the time without pay.

The project coordinator developed a proficiency oriented curriculum based on a combination of functions necessary in the workplace and for every day survival. Lesson plans include vocabulary and grammar necessary for the student to perform workplace and survival functions with reasonable accuracy. In beginning language learners, reasonable accuracy for listening and speaking is minimal comprehension and intelligibility except for memorized words and expressions.

The comprehension and intelligib ility levels are increased in the classroom where the instructor uses modified speech. This consists of a simplified code, characterized by slower, more careful articulation, the more frequent use of known vocabulary items, and attempts to insure comprehension and intelligibility via restatements, paraphrases, and the use of gestures and other nonverbal aids to understanding.

The instructor engages in this type of talk frequently in the classroom to guide students toward understanding the unmodified and authentic discourse they encounter outside of a formal instructional context.

The main stress of the program is on listening and speaking skills, but reading and writing are included as well.

Classes take place in the hotel suites. Instructors report to the Human Resources Office each day before class to be told which suite is available that day. A suite consist of a sofa, loveseat, and two arm chairs as well as a dining table and chairs. It is a very comfortable and informal atmosphere for a class.

Chalkboards are brought to the suite by someone on the utility staff and removed by students after class.

The first module will b e completed when class has been in session for 60 hours. This will be followed by a second module lasting the same length of time.

CHAPTER IV

ENGLISH AS A SECOND LANGUAGE CURRICULUM FOR HOTEL STAFF

FIRST MODULE - 60 hours

LEVEL - BEGINNER

GRAMMAR

To be - Present tense - (am, is, are) Affirmative
Negative
Interrogative

Subject Pronouns (I, you, he/she, it, we, you, they)

Present Progressive Tense (I am writing. She is dusting.)

Passive Adjectives (my, your, his/her/its, our, your, their)

Be + adjective (the table is dirty.)

Indefinite article (a, an)

Definite article)the)

Singular/Plural (tabie, tables - peach, peaches)

Simple Present Tense (I walk, you walk, he/she/it walks, etc.)

Prepositions of place (in, on, at, under, between, behind, over)

Demonstrative (this, that, these, those)

Contractions (What's, It's, I'm, He's, They're)

Imperatives (Wash the wall. Be careful!)

has/have

Wh- questions (who, what, where, when)

Yes/No questions (Do you have a job?)

Conjunction (and)

Adverbs of time (today, tonight, tomorrow, next week)

LANGUAGE IMPROVEMENT PROGRAM
FOR HOUSEKEEPING STAFF

PERSONAL	• Questions and answers about name, address, telephone. • Completing simple forms • Alphabet • Numbers
GREETINGS	• Polite greetings • Courtesy expressions • Leave-taking • Titles of address for men and women • Talking about the weather
WORK SCHEDULES	• Days of the week • Months of the year • Time • Requesting schedule changes • Calculation of hours worked
RESPONDING TO REQUEST	• Identification of items usually requested • Offering assistance • Asking for clarification • Apologizing • Making suggestions
SERVICING GUEST ROOMS	• Procedures for announcing oneself • Identifying furniture • Identifying supplies • Polite inquiries • Asking for clarification
REPORTING PROBLEMS AND REPAIRS NEEDED	• Reporting problems by telephone and in person • Identifying room numbers • Filling our work orders • Requesting assistance
FOLLOWING INSTRUCTIONS INVOLVING JOB TASKS	• Verbs used to describe work-related activities • Time expressions (now, tomorrow) • Requesting clarification • Sequencing tasks • Ordinal numbers • Describing habitual events • Expressing understanding or lack of understanding • Asking and stating the location of objects

DISCUSSING WORK PROGRESS	•	Answering supervisor's questions about progress
	•	Reporting progress
	•	Time management of tasks
	•	Responding to praise and criticism
REPORTING LATENESS AND ABSENCE	•	Identifying oneself on the telephone
	•	Identifying the problem
	•	Asking for supervisor or department
	•	Identify body parts
	•	Describing ailments
	•	Describing reason for lateness or absence
	•	Conveying intentions
REPORTING AND PREVENTING ACCIDENTS	•	Reading signs
	•	Warning people of danger
	•	Making polite suggestions
	•	Following safety procedures
	•	Reporting accidents
GIVING DIRECTIONS TO A PLACE	•	Reading signs
	•	Identifying places and facilities in the hotel
	•	Direction words (up, down, nest to, across from, between downstairs, etc.)
	•	Imperatives used in directions (turn left)
PERFORMANCE EVALUATION AND MERIT REVIEW	•	Point system for scoring and rating
	•	Perception of work quality
	•	Proper response to praise and criticism
	•	Words describing performance (dependable, reliable)*

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* Adapted from "Workplace Literacy Curriculum for Hotels," by Carol Van Duzer , et al. Arlington,Virginia:Arlington Education & Employment Program, 1990.

VOCABULARY -- FIRST MODULE

HOTEL SPECIFIC

Naming objects in the living and dining area
bathroom area
kitchen area
utility room

Items requested by guests

Verbs used to describe work-related tasks

Titles of address for men and women

Simple greeting words

Courtesy expressions

LIFE SKILLS

Naming upper and lower case letters

Names of people and family members

Self-identification

Parts of the body

Common ailments

Common remedies

Naming foods (Vegetables, fruits, meats)

Common prepared foods

The supermarket

Containers and quantities

Colors

Numbers

Days/Months

CHAPTER V

EVALUATION OF THE PROGRAM

Supervisors from the hotel staff and staff from the educational institution met on two occasions to discuss evaluation procedures. The program coordinator offered the following methods of evaluation which were agreeable to everyone concerned.

OBSERVATIONS OF SUPERVISORS

Supervisors interact with the students on a daily basis and are in an excellent position to evaluate progress in the English language program. Instructors work closely with the supervisors and discuss the students' progress on a weekly basis. Individual students are discussed informally regarding their attendance, attitude, work performance, and attempted communication skills. Supervisors are asked to give a written preprogram assessment of each student's language ability as evidenced by their observations. At the end of the first module, supervisors will be asked to give a written post-program assessment. These assessments are in the form of checklists. (see appendix p. 13)

STUDENT SELF-ASSESSMENT

The students will be asked to give a written self-assessment of progress in the program at the end of the first module. This will also be in checklist form. (see appendix p. 14)

ANECDOTAL EVIDENCE

Students keep a weekly log of their English language usage in the hotel. The students relate their language usage orally to the instructor who then guides them in writing it on their log sheet. (see appendix p. 15)

The instructor tapes a conversation with each student approximately every eight weeks.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS FOR THE SECOND MODULE

The hotel supervisors are generally pleased with the English Language program. They report that there is obvious improvement, in varying degrees, with the English language usage among their staff. Housekeepers, who had never used the telephone before, are calling the housekeeping managers to report problems in the rooms. People are calling in sick with much better clarity. Students with different first languages are communicating with each other in English. Students are making the effort to speak to their supervisors in English.

Attendance has waned slightly since the beginning of the program, but the majority of students are still enthusiastic and anxious to continue.

As the program progressed, it became obvious that there are two groups of students in our classes. Although they were all beginners at the start of the program, one group has progressed to the point of being able to perform low intermediate level tasks. The other group needs much review and repetition of basic beginning level skills. The latter group is not literate in their first language.

The result is that at the start of the second module there will probably be a reorganization of the program. Classes for the lower level group will now have a stronger literacy component. There is a possibility that two computers may be able to be paced on-site.

The program coordinator's first choice for software is **THE ENGLISH EXPRESS.** This would be a good supplement to the traditional classroom program. Students could use them before or after work and during their lunch hour.

The more capable students should progress at a faster rate when they are separated from the others. Their class will include an appropriately challenging writing component and more advanced competencies will be incorporated into the curriculum as illustrated by the language functions to be included in module two. Students will be guided by instructors into selecting the class that is most suitable for them.

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CURRICULUM FOR ENGLISH AS A SECOND LANGUAGE STUDENTS
DEVELOPED FOR THE PARK RIDGE MARRIOTT
BY KERREN VALLONE, WORKPLACE EDUCATION COORDINATOR

LANGUAGE IMPROVEMENT PROGRAM
BERGEN COUNTY TECHNICAL SCHOOLS

AUDIENCE

The majority of students are from the housekeeping staff, but there are also people from the kitchen and restaurant areas of the hotel. They are able to function at an English language competency level ranging from high beginner to low intermediate. Their countries of origin are Haiti, Peru, The Dominican Republic and Ecuador.

SITUATION

Most students had previously attended the beginning level ESL class at this site. They received instruction in vocabulary using the contexts of the hotel and basic life skills. Grammar instruction consisted of simple structures needed to express beginner level language competencies.

OBJECTIVES

The students will increase their oral and aural communication skills in the contextual framework of language skills needed for the workplace.

The students will demonstrate competency in reading and writing using work related materials.

The students will improve their problem solving skills.

The students will develop creative thinking techniques.

The students will improve their personal negotiation skills.

The students will use their work-based language competencies to improve English language usage in their personal lives.

CURRICULUM DEVELOPMENT

The students, management staff, and instructor were all participants in the process of developing the curriculum.

The instructor's original outline of what the class would include was modified according to hotel activities and emerging student needs.

She began every class with a warm-up session consisting of greetings and inquiries about recent activities. As people entered they would join in the discussion or offer news about themselves. If interest was apparent about a particular subject, the instructor would postpone the planned lesson for the day and seize the opportunity for language development. The problem - solving format was used. Students were encouraged to participate in a brainstorming session and the instructor assisted in language production. However, they were not corrected for grammar. The instructor took note of grammar errors and used them as the basis for the next grammar lesson.

COURSE LENGTH AND SCHEDULE

The class met for 1 1/2 hours twice a week for a total of 60 hours. Students were released from work 1/2 hour at the end of the day. They attended the last hour on their own.

This curriculum represents the order of topics that was appropriate for the group of students at the Marriott, but the topics can be presented in any order.

The time frame for each unit will also vary according to the interests of the students and the discretion of the instructor.

METHODOLOGICAL APPROACH

The instructor used a variety of ESL approaches. Since the class was at an intermediate language level, methods such as audio-lingual and total physical response were used less often than notional/functional syllabus. Dialogues and roleplays were used often.

MATERIALS USED

The main text for the course was ESL FOR ACTION - PROBLEM POSING AT WORK by Auerbach and Wallerstein. This was heavily supplemented by teacher-made materials, realia and workbased correspondence.

EVALUATION

The instructor used both quantitative and qualitative techniques to evaluate the program. The Basic English Skills Test was administered as a pre and post program assessment instrument. The instructor developed a checklist of projected competencies and evaluated each student. Managers and supervisors gave feedback to the instructor describing their observations of language usage. The students also evaluated their own progress in using English.

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CURRICULUM FOR HOTEL EMPLOYEES - 60 HOURS
ENGLISH LANGUAGE LEVEL - LOW INTERMEDIATE

UNIT	LANGUAGE COMPETENCIES Oral, Aural, Reading & Writing	GRAMMAR FOCUS	PROBLEM-POSING SITUATION
1. Personal Identification and Introductions. Expressing Understanding	Giving and responding to greetings Using appropriate small talk Responding to queries about personal information Filling out a personal information form Expressing lack of understanding Apologizing for lack of understanding Asking for clarification Introducing oneself Introducing another person	Present tense of "to be" and wh questions Present progressive form of regular verbs.	You walk into the cafeteria to eat and none of your friends are there. Would you sit with a native English speaker, introduce yourself and make small talk, or sit alone?
2. Job Tasks	Describing job tasks Asking questions about job tasks Responding to queries about how long it will take to complete tasks Estimating time Giving excuses or explanations when necessary.	Present and past tenses of work related verbs.	Your boss calls you in to discuss why your tasks are not always completed before you leave work.
3. Interacting with Co-workers	Inquiring about a co-worker's health Sending a get-well card Inquiring about a co-worker's weekend, vacation plans, etc. Writing a postcard to your department Using polite openers Asking for help Responding to hostility	Future tense using "will" and "going to".	You are laughing and joking with a group of co-workers in your native language. A native English speaker comments that you are in America now and should be speaking English.

UNIT	LANGUAGE COMPETENCIES Oral, Aural, Reading & Writing	GRAMMAR FOCUS	PROBLEM-POSING SITUATION
4. Communicating with your Supervisor/ Manager	Understanding directions Asking for help with directions Giving feedback Discussing your work performance Responding to praise Responding to criticism Asking for a change of schedule	Modals (should, must, can, could, have to).	Your boss calls you to his/her office to discuss a complaint from a guest about a room you cleaned (a table you cleared, a hallway you vacuumed or your response to a request).
5. Work attitudes and rules	Describing a neat, well-groomed appearance Understanding the difference between positive and negative Brainstorming with the group for positive and negative work attitudes Calling in sick or late Evaluating validity of reasons for absence or lateness Listing the rules for your job (no stealing, smoking, etc.) Predicting consequences for breaking the rules	Adverbs of frequency (always, sometimes, never, etc.). Adjectives, comparison of adjectives.	Your good friend is always late for work. The boss has given her a warning to be on time or she will be fired. She asks you to punch in for her in the mornings so the boss will not know that she is late.
6. Salary	Calculating pay Reading pay stubs Budgeting salary Reporting a pay problem Asking for a raise	Intensifiers (very, too, enough, so, etc.). Demonstratives (this, that, these, those).	Your salary is _____ dollars per hour. You work _____ hours for the first week and _____ hours for the second week. What is your gross pay at the end of two weeks? Is this how much you will take home?

UNIT	LANGUAGE COMPETENCIES Oral, Aural, Reading & Writing	GRAMMAR FOCUS	PROBLEM-POSING SITUATION
7. Benefits	Asking questions about health insurance Asking questions about sick days and personal days Inquiring about education allowance Inquiring about cross-training	has, have conjunctions (and, but, either, or, because, both).	Maria has an appointment with the human resources manager to discuss cross-training in that office. She is very nervous because she does not know what to expect. What can she do to be prepared and feel more self-confident?
8. Safety	Explaining reasons for wearing the safety button (special hotel safety promotion) Describing accidents that have occurred at the hotel Evaluating the cause of the accident Giving warnings Reporting a safety problem Reading safety signs	modal (might) positive and negative commands	There is smoke in the hotel and the fire alarm is making noise. You see a guest in a wheechair by the elevator.
9. TQM- Empowerment	Describing "moments of truth" from empowerment video Describing any tasks you performed to give the guests a positive attitude toward the hotel Describing how you felt when you acted in an empowered manner Drawing and labeling a fishbone diagram with the desired outcome of properly stocked baskets.	Compound words (someone, anyone, no one, etc.) Verb + infinitive (need to stack).	A guest, who has just checked in, is assigned to a dirty room. The housekeeper notices that she is upset. A guest at the pool wants a soda from room service but there is a fifteen minute wait. A guest reports to the housekeeper that her key is not working or that she has locked it in the room.

UNIT	LANGUAGE COMPETENCIES Oral, Aural, Reading & Writing	GRAMMAR FOCUS	PROBLEM-POSING SITUATION
	Writing a concern or suggestion for improving your workplace using a SPEAK OUT form. Reading report about TQM in "THE BRANCH" newsletter.		
10. Job referral incentive	Reading the description of the incentive in "THE BRANCH" newsletter. Summarizing the main points of the plan. Telling someone about working at the Marriott. Giving directions to the Marriott from your house. Calculating how much money you will make if your friend works for six months.	Clauses with "if" too.....to (too far to travel).	Your friend would like to work at the Marriott but he does not have a car.
11. Men's and Women's work	Making a list of jobs that women usually do. Making a list of jobs that men usually do. Discussing whether or not the men can do the women's jobs and the women can do the men's jobs. Understanding the meaning of traditional and non-traditional. Organizing an opinion survey about women and men working non-traditional jobs.	modals - obligation (supposed to). preference (would rather) advice (ought to). Clauses of time introduced by, before, after, when, while, until.	A woman has had a lot of experience fixing and repairing things. She mentions to her friends that she is thinking of applying for a job in engineering at the hotel. They laugh at her.

UNIT	LANGUAGE COMPETENCIES Oral, Aural, Reading & Writing	GRAMMAR FOCUS	PROBLEM-POSING SITUATION
12. Sexual Harassment.	Responding to instances of sexual harassment. Understanding how to keep records of when the harassment occurred. Reporting problems of harassment.	two word verbs (hand up, call back, point out, call up, look for, etc.).	_____gets harassing phone calls at home. She doesn't know what to do. _____has a co-worker who always embarrasses her. When she passes, he always whistles and sometimes makes remarks about the way she looks.

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RECOMMENDATIONS FOR FUTURE PROGRAMS

Complete or increased release time

1 1/2 hours, twice a week or
2 hours, once a week
Complete release time would alleviate many scheduling conflicts including: second jobs, transportation and child care.

Limited time periods for class

Twelve-week sessions in the fall and spring
Recruitment would be done for each session. Any student who signs up for a session would be committed to attend for twelve weeks.

Continuation of two levels for ESL classes

Grouping students allowed teachers to address the problems of first language illiteracy and varied learning capacities.
Students could remain in level one as long as it meets their needs.

Attendance reminders

First from the class instructor and later, if the problem continues, from someone on the management staff. These would be upbeat (We missed you....), but they would also stress the twelve week commitment.

Recognition

Students gave us good feed-back for the recognition luncheon and ceremony arranged by the Marriott. This could also be done on a smaller scale at the end of each session.

LANGUAGE COMPETENCY CHECKLIST DEVELOPED BY KERREN VALLONE TO RECORD COMPETENCIES OF ESL STUDENTS AT THE PARK RIDGE MARRIOTT

SCORING KEY
3=very good 2=good 1=fair 0=poor N=did not test

STUDENT_____ DATE_____

DEPARTMENT_____ INSTRUCTOR_____

_____Uses greetings appropriately

_____Participates in small talk with instructor/students

_____Talks about family and friends

_____Expresses opinions

_____Gives reasons

_____Asks for advice

_____Expresses lack of understanding

_____Gives understandable instructions

_____Uses prepositions of location (next to near, etc.)

_____Can estimate time for tasks

_____Can do simple math calculations

_____Can explain a routine task

_____Can explain how to use a simple piece of equipment

_____Can discuss work responsibilities

_____Relates appropriate responses to praise and criticism

_____Demonstrates appropriate use of the telephone

_____Participates in brainstorming sessions with the group

_____Can read most class material independently

_____Demonstrates comprehension of main ideas in readings

_____Can write an understandable paragraph

_____Total Score

_____Possible Score

SAMPLE LESSON - ESL LEVEL 2
MARRIOTT HOTEL
PARK RIDGE, NEW JERSEY

Objectives: Students will be able to:

A. Cooperatively pose questions and answers for a workplace situation.
B. Be aware of acceptable appearance for an interview.
C. Understand acceptable behavior for an interview.
D. Use the modals might, could, would and should.
E. Read the results of this brainstorming session that the instructor has written on the board.
F. Write a thank-you note after an interview.

Situation:

Your supervisor has recommended you to train in Human Resources (cross-training program). You are meeting with the human resources manager to discuss this possibility. What questions might the Human Resources manager ask? (This situation evolved from the warm-up conversation at the beginning of a class. One of the students, Maria, related that she was nervous about meeting with the Human Resources Manager, Bob Stuessy. She was very excited about the possibility of cross-training in Human Resources).

Activities:

1. Group question posing by students.
   What questions might the Human Resources Manager ask?
   (The instructor writes these on the board as they are dictated).
2. Students take turns asking Maria the questions and she responds. Students are asked for feedback. Can you suggest another way Maria might respond to this question?
3. Are there any hints you can give Maria for this interview?
   The group responds orally.
4. Group discussion about writing a "thank you" note after an interview. What could you say in the note?
5. Each student writes a practice thank-you note.

STUDENT RESPONSES

What questions might the Human Resources manager ask?

Why do you want to train in Human Resources?
Did you ever work in an office before?
Do you know how to type?
Do you know how to use the computer?
What education do you have?
Do you like to work with people?
How many languages do you speak?
Are you studying to improve your English?

Some of Maria's answers:

I would like to change to a more difficult job.
The job seems interesting.
I would like to learn office skills.
I would like to help the people who speak my language.
I want to learn about the computer.
I enjoy learning new things.

The class suggested these hints for Maria on her interview:

Look neat.
Be sure your uniform is pressed.
Comb your hair nicely.
Wear a little bit of make-up.
Polish your shoes.
Do not forget your name tag.
Use the proper greeting and leave-taking responses for this situation.

ENGLISH AS A SECOND LANGUAGE
DEVELOPED FOR THE SADDLE BROOK MARRIOTT
BY BARBARA MEYERS

LANGUAGE IMPROVEMENT PROGRAM
BERGEN COUNTY TECHNICAL SCHOOLS

OBJECTIVES

The English as a Second Language Program at the Marriott Hotel in Saddle Brook was developed with two main goals. The first was to improve the quality of service the hotel employees could offer to their guests. Improving English language skills meant employees were able to understand guests' requests and to respond to these requests appropriately. The Marriott Corporation recognized that employees with limited English language skills could not provide the high level of service their guests expect, and instituted the ESL program as one way of raising the customer service quotient.

The second goal grew out of Marriott's concern for the quality of life enjoyed by the company's employees. Limited English skills made everyday living difficult for these employees. Filling out applications, describing symptoms to a doctor, or discussing a child's report card required basic English "survival skills," and lack of these skills caused continual frustration for these employees. The Marriott Corporation recognized that attending ESL classes after work was often not a viable option for employees. Many worked complicated or irregular schedules needed to meet the hotel's fluctuating demands. Child care schedules and transportation were other complicating factors. ESL classes offered on-site at the hotel made attending class more convenient for these employees.

The English as a Second Language Program focused on these two goals and the ESL customized curriculum was designed to help meet these specific needs.

OUTREACH AND ASSESSMENT

Marriott circulated flyers in both English and Spanish describing the English as a Second Language Program. Posters were displayed near the Human Resources Office, and pay-check stuffers were also used to stimulate employee interest. Supervisors were contacted by the Human Resources Director, Betty Matties, and asked to refer employees with limited English skills for inclusion in the program. This outreach garnered over 25 potential students for inclusion in the initial assessment.

Initial testing took place on June 25, 1992. Two instructors from Bergen County Technical Schools administered the New York State Placement Test (NYS), an individual oral test for English competency, to 25 employees. Following evaluation, it was determined that 15 students were Beginner Level, and 9 were Advanced Beginner Level. An additional 3 employees had scores that were too high for ESL classes. These 3 employees expressed an interest in Adult Basic Skills classes, and it was decided that such a class might be a possibility in the future.

After reviewing the assessment with the instructors, the Marriott Corporation chose to initiate one ESL class with 10 employees of their choice. This group was 40% Hispanic, 50% Asian, and 10% East European. The students worked in various areas of the hotel, including housekeeping, kitchen, storeroom and the restaurant. Length of residency in the U.S. ranged from 4 months to 16 years, and students' ages ranged from early twenties to late forties. Students had worked for the Marriott Corporation for 2 months up to 6 years.

CLASS ORGANIZATION

Working with an ESL instructor from Bergen County Technical Schools, the Marriott Corporation decided to schedule ESL classes twice a week, meeting on Monday and Thursday afternoons from 3:00 p.m. to 4:30 p.m. It was hoped that this would allow first shift workers to finish their work early and attend, while

second shift workers would start work late after attending ESL class. No release time was granted, and all students were expected to complete their normal work-loads on class days. An attempt was made to schedule students to work on class days, although this was not always possible and some students came in on days off to attend ESL class. One student, who worked an early morning shift in the restaurant and finished at 2:00 p.m., always stayed late and attended class.

Classes began on October 5, 1992 and ended on April 1, 1993, providing approximately 3 hours of instructional time per week for 22 weeks, or 66 hours of instruction.

METHODOLOGICAL APPROACH

The instructor used a variety of instructional approaches, but concentrated primarily on the Audio-Lingual, since the class was at the Beginner Level. Most instructional material was presented orally. The Asian students in the class were from Bangladesh and presented a literacy problem since they used the Arabic alphabet and were unable to form English letters or copy English words. Longman's *ESL Literacy* was used with these students.

MATERIALS

The main text used was *The New Oxford Picture Dictionary,* supplemented by *Speaking Up at Work* and *ESL Literacy.* Teacher made work-sheets focusing on "hotel English" and readings from Marriott in-house newsletters were also used to provide customized materials.

EVALUATION

The instructor developed a checklist for supervisors to fill out pre- and post-class, evaluating the employee's English skills as they pertained to his/her work. Students evaluated their own progress and reported any anecdotal feedback to the instructor. The instructor also evaluated and noted improved fluency and confidence as displayed during the class.

TOPICS	GRAMMAR FOCUS	ORAL COMPETENCIES	WRITTEN COMPETENCIES
UNIT 1 Meeting People Describing People	Subject pronouns (I, he, she, it we, you, they) Present tense of verb "to be" Information statements Contractions (I'm, he's, etc.) Prepositions (from, in)	Greeting guests, co-workers and supervisors Introducing yourself Exchanging personal information with co-workers Saying goodbye Asking how to spell something Thanking	The alphabet Numbers
UNIT 2 The hotel The bedroom, the lobby, the kitchen,the office	Singular and plural nouns (a bed, beds) Demonstrative (This room, that room; these towels, those towels) Present continuous tense (I am cleaning) Affirmative and Negative Statements Yes/No questions using present continuous tense	Identifying objects Responding to guest requests Asking for names of objects Correcting and confirming information Asking about activities (Is he working now?)	Writing addresses and phone numbers Filling out simple forms
UNIT 3 The family Occupations and departments in the hotel Physical Characteristics	Present tense of verb "have" Present tense of verb "need" Possessive adjectives (my, his, your, etc.) Adjectives Information questions using "who"	Identifying and describing people Exchanging information about others Getting someone's attention Clarifying and repeating information Expressing needs to supervisors	Writing short descriptive sentences

TOPICS	GRAMMAR FOCUS	ORAL COMPETENCIES	WRITTEN COMPETENCIES
UNIT 4 The house and furniture Seasons and weather The calendar	Questions with "or" Questions with "where" There is/there are Prepositions of place (In, on, next to, etc.) Some/any with count nouns	Describing things and their locations Asking for locations Describing differences Describing problems in guest rooms Taling about quatity Talking about the weather Asking for and giving dates	Reading a calendar and dates Writing dates using numerals (1/16/92) Brief descriptive sentences about work activities (Today I am cleaning the lobby.)
UNIT 5 Clothing and clolors Activities	Present tense vs. present continuous tense (Affirmative, negative, interrogative) Prepositions (On the corner, next to, across from) Imperatives, positive and negative (for expressing warnings.)	Talking about clothes and colors Using the telephone to report problems Asking for and giving locations Giving simple directions in the hotel Describing present and habitual activities Warnings (Watch Out! Don't touch that!)	Reading bus and train schedules Writing a simple excuse
UNIT 6 Daily routine Time Transportation Body parts Illness and injuries	Time clauses (before, after, when) Sequencing clauses (first, second, next) "Too" and "either" Does/doesn't	Asking and telling the time Offering assistance Asking for transportation information Listening to recorded information Telephone use Calling in sick	Reading bus and train schedules Writing a simple excuse

TOPICS	GRAMMAR FOCUS	ORAL COMPETENCIES	WRITTEN COMPETENCIES
		Describing an illness or injury	
UNIT 7 Tools and equipment Community services (Fire Department, Police, Office) Safety procedures in the hotel Reporting an on-the-job injury or accident	"Have to" + verb (Express necessity) Conjunctions (but, because) "Let's" + verb Frequency adverbs (sometimes, always, never)	Describing required actions Describing how often things are done Asking why and giving reasons Expressing opinions Making suggestions Accepting or declining help	Reading job descriptions Writing job descriptions Making lists
UNIT 8 Cooking and food Shopping Money Quantities	Count and non-count nouns Some and any Someone, anyone; something, anything Questions: How much? How many?	Discussing availability Discussing quantity Asking about prices Taling about favorite foods Asking for locations in a grocery store	Reading recipes Reading ads Traditional American foods for holidays

BOOK LIST

Bodman, Jean W., and Marlene Fisher Gourley. *Curriculum Guide for English as a Second Language Programs.* New Jersey State Department of Education, New Jersey . 1988

Nishio, Yvonne Wong. *ESL Literacy.* Longman Publishing Group, New York. 1991

Parnell, E.C. *The New Oxford Picture Dictionary.* Oxford University Press, Oxford. 1988

Robinson, Catherine and Jenise Rowekamp. *Speaking Up at Work.* Oxford University Press, Oxford. 1985

Wilson, Warren and Roger Brainard. *Fifty-Fifty, a Basic Course in Communicative English.* Prentice-Hall, Inc., New Jersey. 1992

SAMPLE LESSON PLAN

OBJECTIVES: Students will be able to:

A. Recognize and use verbs needed to describe job- specific activities. (Washing, cleaning, serving, pouring, vacuuming, etc.).

B. Use these verbs to describe current activities in present continuous tense.

C. Use these verbs with the negative present continuous tense in simple negative statements. ("She is not working today.")

CLASS ACTIVITIES:

1. Review - Present continuous tense.
   Oral review exercise, question and answer.
   Example: Show picture and ask, "What's he doing?"
   Student: "He is working."

2. Develop a list of commonly used "Hotel Verbs."

3. Reading from *The Branch* (in-house publication). Article called "Focus on Friendliness." Uses present continuous tense.
   Examples: "They are looking, She is smiling, We are changing, etc."

4. New Grammar Point: Introduce Negative Present Continuous tense.
   Contrast affirmative with negative. "He is working. He is not working today."
   "We are studying English. We are not studying Spanish."

5. Drill: Practice using negative. Teacher forms affirmative, student forms negative.

6. Worksheet: Student is given the affirmative, copies and changes into the negative. Worksheet focuses on hotel personnel and vocabulary.

NEWSLETTER

OCTOBER, 1992

APC COMMITTEE

The Accident Prevention Committee is currently conducting SAFETY SURVEYS (inspections) at least once a month. During the survey Associates may be asked to go along or contribute observations of safe or unsafe conditions in their area..

APC is also inviting Associates to attend any meeting to offer ideas on how we at Saddlebrook can improve safety and procedures..

.A new BINGO CONTEST will be starting soon.....

Watch the new calender in the Brookside Cafe to keep updated on how safe we really are.

UNITED WAY CAMPAIGN

Marriott's annual United Way Campaign will take place from Sept. 28th to Oct.23rd. Marriott chooses to endorse United Way of all the causes worthy of support. It still offers one of the most effective ways to raise and distribute charitable money to a wide selection of local organizations nationwide.

Also most local United Way agencies give Associates the ability to choose which local charity receives their money. This enables Assoc: to contribute to a company-wide campaign while knowing that their money will be put to work in their local communities.

Recent investigation of UWA has led to new financial controls and management practices to prevent abuses from being repeated.

The value of United Way of America to philanthropy, and to the millions of needy individuals and families served by the local United Ways through the generosity of their fellow citizens, has not been diminished.

ASSOCIATE PICNIC '92 Highlights

On Sunday, September 13th Saddle Brook held its annual Associate Picnic. Festivities included 3-legged races, balloon toss, pie eating contest, clowns and a magic show. Also character actor BATMAN made an appearance.

Drawings were held periodically and winners of "TWO FOR BREAKFAST" were:

Miriam L. - Newark
Randy K. - Newark
Glen L. - Princeton
Dottie H. - Somerset
Kathy M. - Hanover
Cindy C. - Park Ridge
Carmen S. - Glen Pointe

FOOD - FUN - GAMES - MUSIC
CONGRATULATIONS TO ALL WINNERS

.....

WELCOME NEWLY HIRED ASSOCIATES ****

Rose B.	-	Catering
Alomgir A.	-	Allies
Harry S.	-	Catering
Brigid G.	-	Hskpg.
Helen C.	-	Hskpg.
Dana F.	-	Allies
Irving D.	-	Hskpg.

FOCUS ON FRIENDLINESSS

RICK, FERNANDO, KAREN, MARK CHRISTINE, BRIAN, SAM, and CINDY are the people to look to for a ready smile and encouragement .....They are the FRIENDLY TEAM. They are also looking for great ideas from you on how to get all of Saddlebrook Marriott on the team. We are out to change our guest perception of us by changing our ways of being H-A-P-P-Y Associates to our guests and to each other.

REMEMBER ..Help everyone you see needs a hand, - thank each other often, and join the FRIENDLY TEAM...SMILE !!!

FIND THE HIDDEN WORD *********

N E G U B L I N S
S E P K I O Y E Y
G H W A E T A T D
S O B C I L I S O
P H Y T I L A U O
N A N B U R C S V

BEST COPY AVAILABLE

NAME_____

DATE_____

Change the "Yes" sentences into "No" sentences.

1. Yes, I am working.

   No, I_____

2. Yes, she is cleaning the bedroom.

   No, she_____

   _____

3. Yes, we are serving lunch.

   No, we_____

   _____

4. Yes, they are washing the floor.

   No, they_____

   _____

5. Yes, he is bringing the clean linen.

   No, he_____

   _____

6. Yes, it is raining.

   No, it_____

7. Yes, you are helping the guest.

   No, you_____

   _____